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ABSTRACT

An experimental framework was developed to determine whether organization development training has any effect on teacher effectiveness and teacher-student relationships, as measured by student perceptions. Students and their teachers in a private vocational/technical school were grouped into one experimental and two control groups, with the experimental group of teachers receiving organization and development training. The 240 students were surveyed using pretest and posttest forms of the Relationship Inventory and the Pupil Rating of Teacher Scale. Data were analyzed using 3x2 factorial analysis of variance for repeated measures. Results indicated that the educational system's instructional function can be improved through the application of behavioral science. (Author)

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EFFECTS OF ORGANIZATION DEVELOPMENT TRAINING FOR TEACHERS ON TEACHER EFFECTIVENESS AND TEACHER-STUDENT RELATIONSHIPS

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EFFECTS OF ORGANIZATION DEVELOPMENT TRAINING FOR TEACHERS ON TEACHER EFFECTIVENESS AND TEACHER-STUDENT RELATIONSHIPS

Organization development (OD) has been defined as an educational process by which human resources are continuously identified, allocated, and expanded in ways that make these resources more available to the organization, and therefore, improve the organization's problem-solving capabilities (Sherwood, 1970). Further, organization development training may be viewed as a planned intervention process which addresses the total organization through its sub-groups with the objective to enhance organizational effectiveness and health. To achieve these ends, OD should occur within a climate of freedom for individual expression and interpersonal involvement in order that participants get to know both the individual strengths and weaknesses of the group. An important aspect of OD intervention processes is the confrontation which occurs for the individuals relative to their present and future work positions within the organizational framework.

Given the accountability issues facing the educational establishment, the need for expanded organizational problem-solving capabilities is evident. However, there has been only limited implementation of organization development training in public and private schools.

The study described herein was designed within an experimental framework to determine whether OD training has any effect on teacher effectiveness and teacher-student relationships as measured by student perceptions. Specifically, the question was asked: Can the educational system's instructional function be improved through application of the behavioral sciences using reflexive, self-analytic methods characteristic of organizational development training which emphasizes the human dimension of organizations?

Organization Development Rationale

Organization development, although a relatively new phenomenon in the professional administrative field, is growing rapidly. The schools' interest in OD and the application of its principles are easily understood in the context of increasing social change, technological innovation, and the confrontation with human social problems faced by most educational organizations. Bennis (1966) captures the basic conditions which create the need to rethink the organizational setting when he described OD as a response to change, a complex educational strategy intended to change the beliefs, attitudes, values, and structure of organizations so that they can adapt to new technologies, markets, challenges, and the dizzying rate of change itself. Faced with more turbulent and less predictable times, as organizations attempt to cope with the larger social environment in which they operate and interact, planned change efforts such as OD will continue to spark interest.

According to a number of writers, including Schmuck, et al. (1972), Schmuck and Miles (1970), Lippitt (1966), and Argyris (1964), emphasis should be placed on organizational development as a systematic approach to managing change and as a means of directing the human energy of the organization toward specific outcomes. Organization development is unique in this first aspect by departing from previous fragmented approaches to organizational change and growth. To a more specific point, OD addresses issues in the context of a total system over time. For example, traditional training programs for supervisors and management, based upon results of management surveys or consultant analyses, have had only marginal success

in producing real change in individual behavior or organizational climate. Training directed at specific individuals addressing individual education or personal growth needs have not been successful in dealing with problems in the context of the overall organization's needs or goals. Specifically, Eddy (1969) observes that new training techniques such as sensitivity groups within an organizational setting in some cases have been helpful in improving work effectiveness or in addressing individual learning or personal growth needs. However, these techniques, on the whole, have not appreciably increased the total organization's ability to cope with change.

Organization development views an enterprise as a network of interacting systems. The individual, the work group, or a larger segment of an organization are never seen solely as entities isolated and independent of one another or the total coherent system that the enterprise represents. There may be tactical OD efforts which address combined or individual subparts of the organization; however, the system to be changed is a total, relatively autonomous organization. This is not to imply that a total organizational system must be the complete organization, e.g., an entire corporation or school district. Rather, it can be defined as a system which is relatively free to determine its own goals and objectives, develop its own plans, and determine its future within very general constraints from an external system.

Organization development is also a discipline for directing human energy toward accomplishment of specific goals. An essential feature of OD methodology is that it speaks to the administrator. It focuses on what is practical by placing stress on the human aspect of an organization; it recognizes the wants and needs of the individual as essential inputs to

goal-setting processes of the group for the larger social unit. OD concludes that the primary source of energy for an organization is from the individual and it is the individual who must decide how much of that energy he will volunteer.

Various positions have been taken in the field of applied behavioral science and in communications and human relations theory regarding the appropriateness or inappropriateness of certain kinds of behavior in organizations. Many assumptions are made on the basis of a combination of empirical evidence, insights, and values. Using knowledge and techniques from the behavioral sciences and based on a large number of assumptions, organization development attempts to integrate organizational goals with the needs for growth of individual members. The end result is organizational effectiveness as a function of both a high level of interpersonal competence and a set of organizational values which facilitate both individual and organizational growth.

In an effective OD effort, each member of the organization begins to see himself as a resource to others and becomes willing to provide help to others when asked to do so. Such attitudes become norms or shared expectations. Once such a norm is established, members of the organization become potential consultants to one another, and the dependence of the organization on outside resources begins to diminish.

A major characteristic of organization development is that it relies heavily on an educational strategy emphasizing experience-based learning. Thus, the data feedback of the action-research model and the confrontation meeting are examples of how the experiences people have with each other and the organization are shared and become the basis upon which learning occurs

and upon which planning and action proceed. OD is not simply human relations training, nor is it sensitivity training. However, openness about one's own experiences (including feelings, reactions, and perceptions) represents a cornerstone of many organization development efforts. This openness helps members of the organization develop more interpersonal competence, communication skills, ability to manage conflict, and insights into oneself and into groups and how they form and function.

In summary, organization development is a training program which applies the scientific and practice principles from several behavioral areas, e.g., social psychology, psychiatry, political science, and education. In its simplified form, OD might be considered as the application of interdisciplinary behavior knowledge, practice, and skills in collaboration with system members for the improvement of organizational health. The present study was conducted on the assumption that the health of the educational organization would be enhanced if student perceptions of their instructors' teaching and interpersonal relations effectiveness became more positive. Based on this assumption, organization development training was considered as a means for potential impact on teacher effectiveness and interpersonal behaviors as viewed by students.

Hypotheses

The present study centered on four hypotheses, divided into two groupings. The first group had as its central thrust the effectiveness of the teaching act as perceived by students.

H_1 Teachers volunteering for and receiving organization development training will be perceived differently by their pupils with regard

to the effectiveness of the teaching act from the way teachers who volunteer for but do not receive OD training are perceived by their pupils.

H_2 Teachers volunteering for and receiving organization development training will be perceived differently by their pupils with regard to the effectiveness of the teaching act from the way teachers who do not volunteer for and do not receive OD training are perceived by their pupils.

The second group of hypotheses was concerned with variables of the teacher-student relationship as perceived by students.

H_3 Teachers volunteering for and receiving organization development training will be perceived by pupils as changing significantly in their (a) level of regard, (b) empathy, (c) unconditional regard, (d) congruence for pupils as compared to the way teachers volunteering for but not receiving OD training are perceived by their students.

H_4 Teachers volunteering for and receiving organization development training will be perceived by their pupils as changing significantly in their (a) level of regard, (b) empathy, (c) unconditional regard, (d) congruence for pupils from the way teachers not volunteering for and not receiving OD training are perceived by their students.

Method

Data Source

Data were collected from the teacher and student populations of a private vocational technical school in the Midwest. The 11 teachers and

240 students of one of the school's instructional units were classified as follows: (a) teachers volunteering for and receiving OD training, the experimental group with 7 teachers and 99 students; (b) teachers volunteering for OD training but not receiving it, comparison group one with 2 teachers and 57 students; and (c) teachers not volunteering for and not receiving OD training, comparison group two with 2 teachers and 32 students.

Teachers within the categories were experience-based professionals, as opposed to degree-based professionals as would be found in the public elementary and secondary schools. The composite group of students represented a wide range of educational and experience backgrounds. Individual students' educations ranged from two-year associate degrees to seventh grade educations for some prison rehabilitation students. Likewise, they differed greatly on socio-economic variables.

Experimental Group Treatment

The OD training program was designed to help the staff invent some new organizational forms within the school to help them confront problems. The objective was held that the teachers would find and use new forms and methods for training which would have a positive effect on their classroom instruction. An experienced organization development trainer was retained to work with the teachers in the experimental group.

For control purposes, comparison groups received no treatment other than that which might be attributed to the pretesting of students. The experimental group of teachers participated in an intensified five-day organization development workshop and were subjected to OD intervention treatment following guidelines suggested by the OD literature and based on the

trainer's prior experiences. Treatment included group exercises, games and simulations, skill training, survey feedback, and intergroup exercises as OD training strategies for addressing various organizational issues, e.g., decision making, communication, norms, group effectiveness, and uncovering conflicts. Specific exercises ranged from the FIRO B (Schutz, 1957) for the discussion of inclusion and control to the Learning Self Inventory (Kolb, et al., 1971) for the assessment of learning techniques. The trainer approached skill development activities with the hope that each teacher could develop a plan for solving his own classroom organization problems.

Instrumentation

Two instruments were utilized in the study to collect data related to the stated hypotheses. The first was the Pupil Rating of Teacher Scale (Secondary Education Project, Stanford Teacher Competence Appraisal Guide, 1962-63) which was employed to obtain pupil perceptions of teacher effectiveness. The original instrument was slightly revised in that items were eliminated which concern rating teachers in areas of professional involvement and community relationships. In the revised instrument, the pupils rated their teachers on nine teaching tasks, utilizing a five-point scale which yielded average scores. Allen and Fortune (1963) found the Pupil Rating of Teacher Scale to have test-retest reliability of .89, inter-rater reliability of .81, and split-half reliability of .84.

The second instrument, the Relationship Inventory, as developed by Barrett-Lennard (1962) and revised by Thompson (1967) was used to assess students' perceptions of their teachers in regard to teacher-student

relationships. As revised, the instrument included 64 items which yield a total score and four subtest scores for empathy, congruence, level of regard, and unconditional regard. Each item is assigned a value from +3 to -3. Thompson's research on the revised instrument revealed readability at the 4.5 grade level. When tests for reliability were conducted, the following corrected split-half reliabilities were found: unconditional regard at .67; regard at .70; congruence at .53; empathy at .75; and total score at .69. Content validity of the original instrument was determined by using ratings of five expert judges who were in complete agreement except for four items which were later revised.

The Relationship Inventory was originally developed to measure conditions necessary for therapeutic change. Thompson translated four elements of the therapeutic helping relationship into the teacher-learner interpersonal relationship as follows: (a) Congruence suggests that personal growth is facilitated when the teacher is what he is, when the relationship with the pupil is genuine, without front or facade. (b) Empathy requires that the teacher experience an accurate understanding of the pupil's private world and be able to communicate some of the significant fragments of this understanding. (c) The underlying value of regard, or positive regard, is that growth and change are more likely to occur when the teacher is experiencing a positive attitude toward what is within the pupil, but in a nonpossessive way. (d) When the teacher prizes the pupil in a total rather than in a conditional way, this is referred to as unconditional regard. The Relationship Inventory assesses how the student perceives his teacher feels or acts on each of these interpersonal relationship dimensions.

Pretests for the two instruments were administered the second week of an eight-week block of instruction; posttests were administered six weeks later. Teachers were not in the room during testing and students were assured that teachers would not be made aware of individual student responses to the tests.

Data Analysis

The data obtained from the two instruments were analyzed by a 3 x 2 factorial analysis of variance for repeated measures (Winer, 1962). The specific design employed three levels of factor p (comparison conditions) and two levels of factor q (replications). The significance of the main effects and their interactions supply the empirical data necessary to test the main hypotheses.

In cases where significant main effect differences were found, the data were subjected to additional analysis. Duncan's Multiple Range Test (Duncan, 1955) was employed to compare various combinations of the experimental and control conditions.

Findings

Teacher Effectiveness Hypotheses

The first group of hypotheses (H_1 and H_2) was concerned with the effectiveness of the teaching act as perceived by students. A 3 x 2 analysis of variance comparing students' scores on the Pupil Rating of Teacher Scale for the three conditions across pretest and posttest revealed a significant conditions effect ($F = 13.34$, $df = 2/185$, $p < .001$). This main effect, indicating an overall difference in conditions, was not in itself important,

but it suggests the importance of looking for further differences. Therefore, comparisons were computed for various combinations of these experimental and control conditions using Duncan's Multiple Range Test (Duncan, 1955).

These further analyses indicated that there was no difference between the experimental group and control group number one. However, the analyses did reveal that the experimental group and control group number one each differed significantly from control group number two ($p < .01$ in both cases). This suggests that volunteering is an important aspect to be considered. That is, the two groups that volunteered for training were perceived by students as being higher in regard to the effectiveness of the teaching act than that group which did not volunteer for training. The interaction of experimental-comparison conditions by pretest-posttest measures was significant ($F = 15.58$, $df = 2/185$, $p < .001$), indicating a differential change from pretest to posttest for the three groups. This interaction, which is graphed in Figure 1, indicates that subjects in the experimental group increased in perceived effectiveness of the teaching act, while subjects in the two control groups decreased in their perceptions.

Figure 1 about here

The results of the analyses of data indicated an acceptance of hypothesis H_1. That is, teachers volunteering for and receiving organization development training are perceived differently by their pupils with regard to the effectiveness of the teaching act from the way that teachers who

volunteer for but do not receive organization development training are perceived by their pupils.

These results also indicate an acceptance of hypothesis H_2. That is, teachers, volunteering for and receiving organization development training, are perceived differently by their pupils with regard to the effectiveness of the teaching act from the way that teachers who do not volunteer and do not receive organization development training are perceived by their pupils.

Teacher-Student Relationships Hypotheses

The Relationship Inventory was divided into four subtests: (a) regard, (b) empathy, (c) unconditional regard, and (d) congruence. Each of these subtests will be discussed individually as it relates to the hypotheses (H_3 and H_4). The data from the Relationship Inventory were analyzed in three (conditions) by two (pretest-posttest) analysis of variance.

Regard. The first subtest analysis on the regard data, revealed a significant conditions effect ($F = 11.51$, $df = 2/185$, $p < .001$). Subsequent analyses, Duncan's Multiple Range Test, were again performed to ascertain the specific differences between groups. These analyses revealed that (a) experimental and control one conditions did not differ significantly in their regard subtest scores, and (b) both the experimental and control one conditions differed significantly from the control two condition in their regard subtest scores ($p < .01$ in both cases). It appears that the volunteer aspect of training was strongly related to the indicated positive level of regard. The interaction of the experimental comparison conditions by pretest-posttest measures was also significant ($F = 4.90$, $df = 2/185$, $p < .01$), indicating differential changes from pretest to posttest for the

three groups. By inspection of Figure 2, it is apparent that subjects in the experimental condition increased in their regard score perceptions of teacher while the scores for subjects in the control one and control two conditions decreased slightly. These results direct the acceptance of Hypotheses H_3a and H_4a.

Figure 2 about here

Empathy. A 3 x 2 analysis of variance on the empathy data also revealed a significant conditions effect ($F = 14.70$, $df = 2/185$, $p < .001$). Subsequent pairwise comparisons using Duncan's Multiple Range Test, again revealed that (a) the experimental and control one conditions did not differ in empathy scores and (b) both the experimental and control one conditions differed significantly from the control two condition ($p < .01$ in both cases). That is, again the volunteering aspect was an important variable in and of itself. The analysis of variance also revealed a significant conditions by pretest-posttest interaction ($F = 4.78$, $df = 2/185$, $p < .01$). Inspection of Figure 3 indicates that subjects in the experimental condition increased in their empathy scores while subjects in the control one and control two conditions decreased in their empathy score perceptions of teachers. These results require acceptance of Hypotheses H_3b and H_4b.

Figure 3 about here

Unconditional Regard. The 3 x 2 analysis of variance on the unconditional regard data revealed a significant pretest-posttest effect ($F = 7.16$,

df = 1/185, $p < .01$). The pretest and posttest mean scores summed across groups were 4.77 and 2.70 respectively. This would indicate a global decrease in the unconditional regard ratings for combined groups from the pretest to posttest measure. Furthermore, the analysis revealed a tendency for a conditions by pretest-posttest interaction ($F = 1.92$, df = 2/185, $p < .20$). This interaction, which is graphed in Figure 4, indicates that while there was little decrease in the experimental group there was a greater decrease in control one condition and a marked decrease in the control two group. The analysis indicates that hypotheses H_3c and H_4c must be rejected, but it is also apparent that the differential tendencies must be given careful scrutiny.

Figure 4 about here

Congruence. The 3 x 2 analysis of variance on the congruence data indicated a significant conditions effect ($F = 4.89$, df = 2/185, $p < .01$). Subsequent pairwise analyses using Duncan's Multiple Range Test, again revealed that the experimental condition and control one condition did not differ significantly but that there was a tendency for the experimental condition and control one condition each to differ from the control two condition in their level of congruence ($p < .10$ in both cases). The analysis of variance also revealed a significant pretest-posttest effect ($F = 4.93$, df = 1/185, $p < .05$). Pretest and posttest mean scores summed across groups were 1.49 and .08 respectively. This would again indicate a global decrease in level of congruence for combined groups from the pretest to the posttest measure. Although the conditions by trial interaction did not approach

statistical significance, the experimental condition experienced a smaller decrease from pretest to posttest than either of the control conditions. This finding is graphed in Figure 5. The analyses require rejection of hypotheses H_3d and H_4d; however, as in the unconditional regard analysis, the differential magnitude of directional tendencies should not be overlooked.

Figure 5 about here

Discussion

Teacher Effectiveness

One objective of the present study was to determine if students' perceptions of the teaching act, or the effectiveness of the teaching act, would change as a result of organization development training for teachers. From the results of the Pupil Rating of Teacher Scale the data reveal that students who evaluated the teaching act perceived the teacher as changing after organization development training at all measured levels. An especially revealing statistic that was graphed in Figure 1 suggests that while the control (non-trained) groups decreased from pretest to posttest the experimental group increased significantly. Another important finding that the data revealed was the nearness of the mean scores of the experimental or training group and control group number one, the group that volunteered for the training but did not receive training. Control group number two, the group that did not volunteer for training and did not receive training, was perceived as being considerably lower than the other two groups at the

time of the pretest. In light of the findings, it seems appropriate to suggest that the OD training had a positive effect as revealed by students' perceptions of the teaching act and that volunteerism appears to be a powerful intervening variable.

Teacher-Student Relationships

Another primary objective of the present study was to investigate the possible effects which organization development might have on teachers in their interactive relationships with students as perceived by their students. A number of the OD training activities involving the experimental group of teachers focused on development and expansion of communication and human interaction skills. Student responses to the Relationship Inventory instrument provided comparative student perception data across three groups within a pretest and posttest framework.

The experimental group and control group number one students perceived their teachers more positively at pretest than control group number two students with respect to regard, unconditional regard, empathy, and congruence instrument subtests. This again suggests that there may be a positive relationship between characteristics and behaviors of teachers who volunteer for OD training and the criterion variable, in this case teacher-student relationships. With regard to this finding, it should be noted that each of the teachers who did not volunteer for the OD training program was interviewed. It was their opinion that knowledge of subject was the prime factor for success in teaching and not skills in communication and interpersonal relations. Conversely, the volunteer groups suggested that there was a need for training and that any training they might receive could help them

operate more effectively in their classroom.

To be more specific, it is necessary to look at subtests separately. The hypothesis for each of the Relationship Inventory subtests regarding organization training of teachers as opposed to not receiving training were given support by the results of subtests. A further examination of this statement is needed as the data suggest that posttest group differences on the regard and the empathy subtests were statistically significant while differences on the congruence and unconditional regard subtests were not.

In response to the non-significance in the congruence subtest, Schein (1969) most aptly describes the effects of the training when he suggests that in a training effort there is first an "unfreezing," a "redefinition," and then a "refreezing" of change behavior at a later date. Congruence may be defined as the degree to which one person is functionally integrated in the context of his relationship with another, such that there is an absence of conflict or inconsistency between his total experience, his awareness, and his overt communication. This definition of congruence, when coupled with Schein's notions, suggests that because of the limited time frame under which the experiment was conducted, the student was observing the teacher during the "redefinition" stage. Posttesting at a later time, during the "refreezing" period, might have produced congruence subtest scores which would have revealed significant differences between the trained and non-trained groups.

Looking at the unconditional regard subtest for which there were no significant differences revealed, there appears to be a plausible explanation for this finding. An analysis of the composition of the student group provides some insight. The group that indicated a negative reaction to the

subtest was primarily prison rehabilitation and welfare referral students. Unconditional regard is defined as being a degree of constancy of regard felt by one person for another who communicates self experiences to the first. By definition, unconditional regard suggests a relationship at an interpersonal level totally outside the teacher-student relationship. The problem arose when these students interpreted questions referring to "feeling," "caring," as being offensive to their male sexual roles. A possible explanation for this behavior may be attributed to their cultural, educational, and social backgrounds. In an attempt to compensate for a reoccurrence of this effect, a restructuring of the unconditional regard subscale may be in order. A more drastic measure may be to eliminate this subtest or find an alternative questionnaire that could provide a similar measurement. Instrument adjustments of this nature may make it possible to reflect more accurately significance relationships, if any exist.

With reference to the empathy and regard subscales, it was found that the data supported a strong positive relationship between organization development training and student perception of the teacher-student relationship with regard to the experimental group, while control group one and control group two regressed from pretest to posttest.

A phenomenon that must be discussed is that of the volunteer aspect of training. Eisenstadt (1967) concluded from his research that there was a considerable amount of variance observed in participants' behavior that could be attributed to the individual participant's "readiness" to enter into group process training. Although this tendency was observed in the previous subscales, it was amplified further in the empathy and regard tests. In conclusion, one might surmise that the volunteer aspect of training

should be a major consideration when designing and evaluating organization development training.

Another interesting finding that is evidenced from analysis of the present data is the regressive tendencies of control group number one and control group number two from pretest to posttest across all subscales. Flanders, Morrison, and Leland (1968), Gage, Runckel, and Chatterjee (1963) indicate that student attitudes have been shown to regress as the school year progresses. Because of the supportive nature of these studies, the results of the present study take on a significant meaning. Not only was there no significant regression of student attitudes toward teachers in the experimental OD group, there was an observable improvement in attitudes toward these teachers after the OD training in the perceived effectiveness of the teaching act and on the regard and empathy relationship subscales. To give even further support for these findings and the training program, Flanders, Morrison, and Leland (1968) conclude that greater losses in students' attitudes occur among pupils whose teachers exhibit a lower incidence of praise and encouragement than among those whose teachers exhibit high praise and encouragement. It is then posited that these skills or behaviors were taught or communicated to the teachers in the experimental group and, therefore, may be partially responsible for the improvement in the students' attitudes observed in the classes staffed with OD-trained teachers.

OD Training and Research Methodology

Inherent in research of this nature are situational variables that limit the conclusiveness of the research. In the present study, time intervals from pretest to posttest were severely limited. For an organization

to fully appreciate the effectiveness of an organization development training program there should be periodical interventions over time. The classroom organization, at this particular school, operates on a rotating nine week schedule. This schedule dictated limits on the length of time from pretest to posttest and severely limited the total impact potential of the organization development intervention. An integral part of any organization development program is to leave those participants better able to cope and deal with organization problems. Because of the time frame limitations, there are no bases for asserting that those teachers involved in the training sessions of the present study have applied OD skills over a long period of time. It is important to note that only one posttest was conducted. To provide more conclusive evidence a second or possibly a third posttest would be helpful in substantiating the results.

As indicated in the preceding pages, the Relationship Inventory instrument emerged as a limiting factor in the research. On numerous occasions students complained of questions relating to unconditional regard as implying an abnormal relationship between them and their teachers. Criticisms by students and by management indicated that a shorter instrument could save time and also derive more attention from the individual student. This complaint is supported by the number of uncompleted questionnaires, an attrition rate of approximately thirteen percent from pretest to posttest.

Implications

The present study provides considerable evidence that OD training for teachers can have a positive measured effect on the teaching act itself and on teacher-student relationships as perceived by students. Further

experimental studies should be conducted to further determine the effect of longitudinal OD training as compared to other improvement strategies. Additional follow-up data collected to date on the student sample (e.g., student attrition) suggests that cost-benefit analysis would further support the use of OD intervention for improving teacher effectiveness and human relationships. A very positive feature of OD training is that the package can be adapted to fit unique problems and characteristics of the educational institution as it strives to maintain and enhance organizational health.

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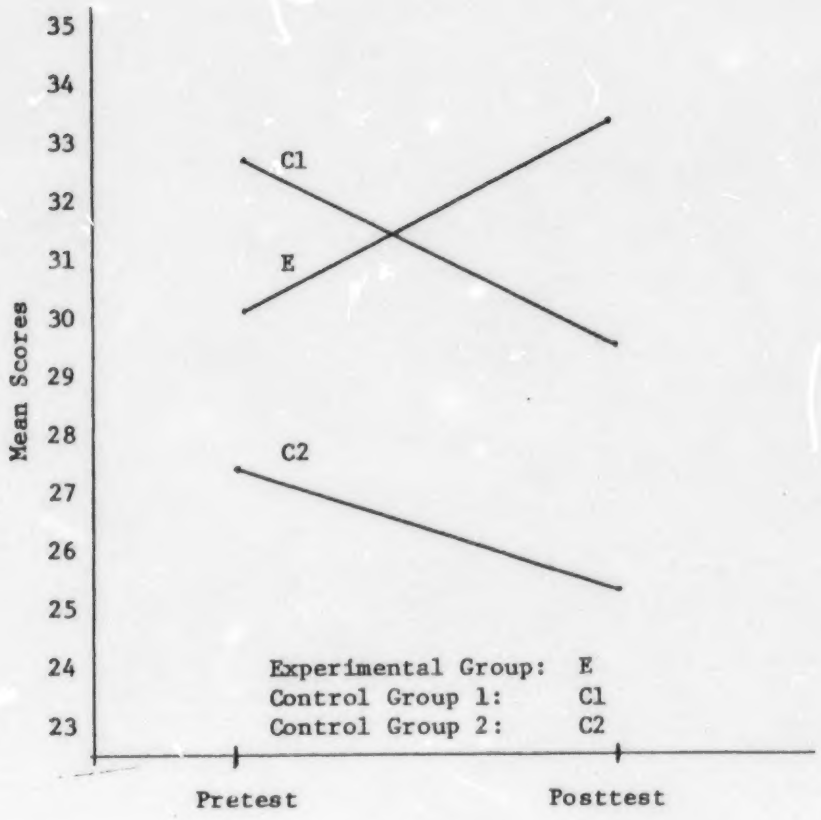

Figure 1. Mean Score Distribution of Pretest-Posttest Scores for the Pupil Rating of Teacher Scale

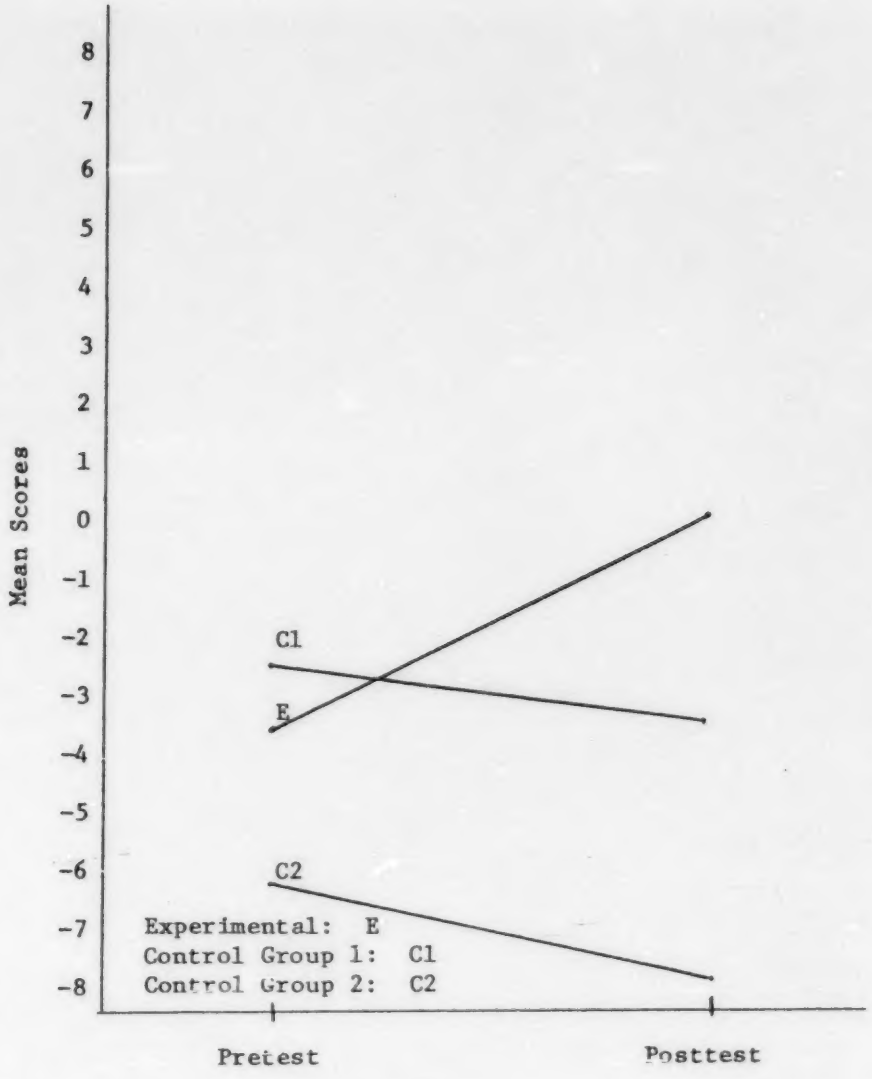

Figure 2. Mean Score Distribution of Pretest-Posttest Scores for the Regard Subscale of the Relationship Inventory

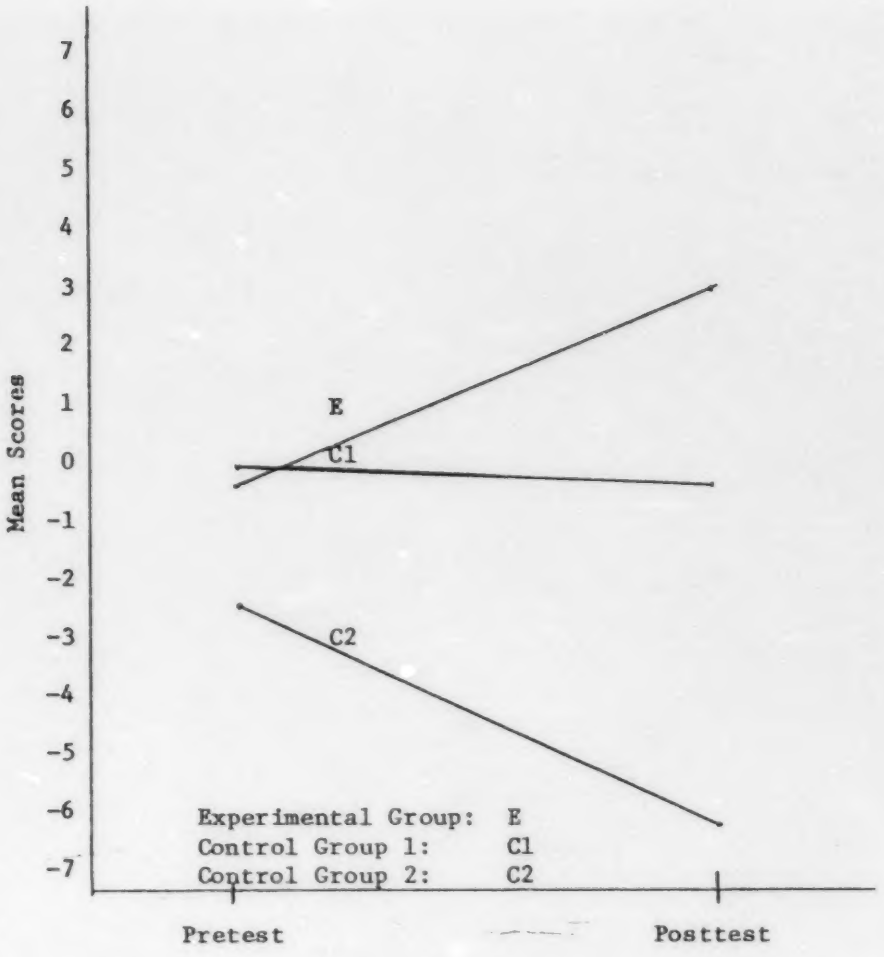

Figure 3. Mean Score Distribution of Pretest-Posttest Scores for the Empathy Subscale of the Relationship Inventory

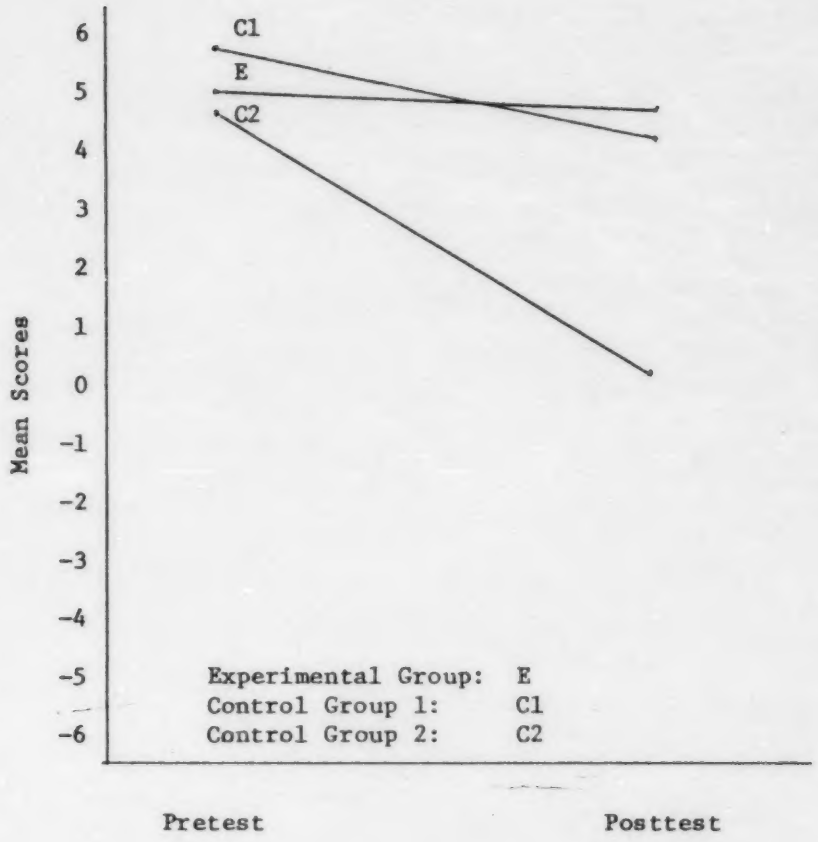

Figure 4: Mean Score Distribution of Pretest-Posttest Scores for the Unconditional Regard Subscale of the Relationship Inventory

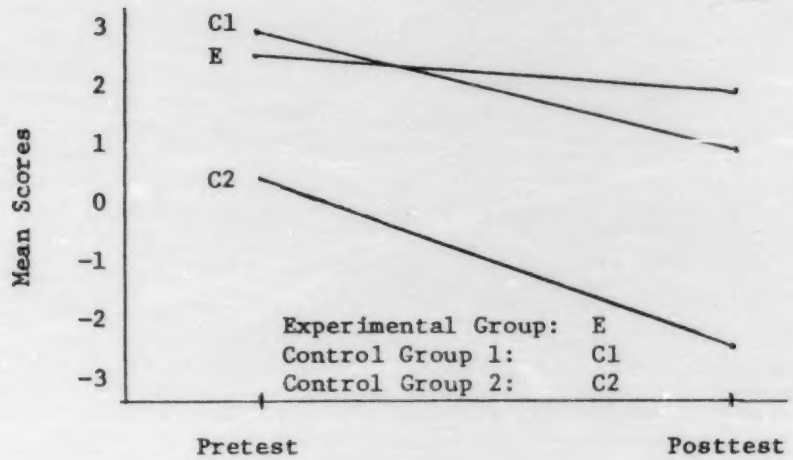

Figure 5. Mean Score Distribution of Pretest-Posttest Scores for the Congruence Subscale of the Relationship Inventory